Caitlyn McManus

LAE 4314

04/07/09

Thematic Unit

**Theme**: Life in the Rainforest

**Grade level**: 3rd Grade

**Objectives:**

* The third grade student will identify and describe plants and animals of the rainforest.
* The third grade student will explain his or her role in protecting the world’s rainforests.
* The third grade student will explain the importance of the rainforest in our world.
* The third grade student will demonstrate all stages of the writing process.

**Sunshine State Standards**: (Organized by content areas)

**Language Arts:**

**LA.3.1.5.1:** The student will apply letter-sound knowledge to decode unknown words quickly and accurately in content

[**LA.3.1.6.1:** The student will use new vocabulary that is introduced and taught directly;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl16$HyperLink2',''))

**LA.3.1.6.3:** The student will use context clues to determine meanings of unfamiliar words;

**LA.3.1.7.1:** The student will identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;

**LA.3.1.7.4:** The student will identify cause-and-effect relationships in text;

**LA.3.1.7.6:** The student will identify themes or topics across a variety of fiction and nonfiction selections;

**LA.3.2.2.1:** The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);

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| **LA.3.2.2.2:** The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details; |

**LA.3.2.2.5:** The student will select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

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| **LA.3.3.2.1**: The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions;  **LA.3.3.3.1:** The student will revise by evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;  **LA.3.3.3.4:** The student will revise by applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).  **LA.3.3.4.6:** The student will edit for correct use of end punctuation for compound, declarative, interrogative, and exclamatory sentences.   |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | **LA.3.4.2.2:** The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;  **LA.3.4.3.1:** The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.  **LA.3.3.5.3:** The student will share the writing with the intended audience.  **LA.3.4.2.1:** The student will write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics);  **LA.3.5.2.2:** The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.  **LA.3.6.4.2**: The student will use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats.  **LA.3.6.4.1**: The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites);  **Math:**  **MA.3.S.7.1:** Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.  **MA.3.A.1.2:** Solve multiplication and division fact problems by using strategies that result from applying number properties.  **Science:**  **SC.3.L.14.1:** Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.   |  | | --- | | **SC.3.L.14.2:** Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity. |  |  | | --- | | **SC.3.L.15.1:** Classify animals into major groups (mammals, birds, reptiles, amphibians, fish,arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.  **SC.3.L.17.2:** Recognize that plants use energy from the Sun, air, and water to make their own food.  **SC.3.N.1.3**: Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.  **SC.3.N.1.1:** Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.  **SC.3.N.1.5:** Recognize that scientists question, discuss, and check each others' evidence and explanations.  **Social Studies:**  **SS.3.G.1.1:** Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.  **SS.3.G.1.2:** Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) . | | | |

**Activities**: (Organized by content areas)

**Language Arts:**

1. As one of the beginning lessons I will have students color in a picture of a explorer hat and then have them create a story about “A trip into the rainforest.” In this activity I will ask students to use their best descriptive language and write about what they think will be in the rainforest. Later in the week we’ll refer to these stories to see if the student’s predictions were correct.

2. I will read “Rainforest Secrets” by Arthur Dorros to introduce the layers and animals of the rainforest to the students. This book gives great descriptions of what life can be found in the rainforest and will be a great way to introduce new vocabulary for the unit.

3. I will introduce the students to new vocabulary words they may find in the rainforest thematic unit. The students will then create picture word cards to help them comprehend the vocabulary. (Picture word cards are when the student draws the vocabulary word in a picture that defines what it is.)

4. I will read portions of the book “Bats, Bugs and Biodiversity: Adventures in the Amazon Rainforest” by Susan E. Goodman. This book is a great example of photo essays created by middle school students. The students will use this book as a model for their creation of a photo essay.

5. Students will create a photo essay of their plant’s growth (see science activities). The students will do this during literacy stations and then share their photo essays with the class during show and tell. I will have a few digital cameras at the table and will develop the film at the end of each day.

6. I will print out lyrics for different songs from “The Rain is Coming, a Rainforest Musical” by Penelope Torribio. As a class we will sing along to the songs. I will most likely use these songs at the start of lessons or in the morning to get students excited about the rainforest.

7. I will read aloud “The Rainstick: A Fable” by Sandra Chisholm Robinson. The purpose of this read aloud will be to introduce to students to rainsticks.

8. Following the reading of “The Rainstick: A Fable” students will create their own rainsticks by using popcorn seeds, paper towel rolls, rubber bands and wax paper. The students can decorate their rainstick with their favorite plants and animals from the rainforest.

9. I will read aloud “Shaman’s Apprentice: A Tale of the Amazon Rainforest” by Lynne Cherry. This purpose of this reading will be for the student’s enjoyment.

10. I will use the book “Here is the Tropical Rainforest” by Madeleine Durphy for a guided reading book. The purpose of this book is to build student’s vocabulary and to help aide with comprehension because repetition is used frequently. This would probably be a great book for some of my students who read below grade level.

11. As a class we will do a choral reading of the poem “Little Brown Seed” by an unknown author. This poem will help build student’s fluency skills and also expose them to information about how plants grow.

12. Each student in the class will be assigned a different rainforest animal that they will research using the school library and the internet. They will use their resources to create a paper that will be used as an oral presentation. When creating the paper the students will use all stages of the writing process.

13. The students will share their assigned animal with the class through an oral report. The students will be able to learn about other rainforest animals and practice speaking and listening skills through this activity.

14. In centers students will create a 3-D model of their assigned animals. The student will make it as close to real life size and will stuff it with newspaper to give it the 3-D effect. They will paint the animal to look realistic. The students will share their animal when they give their oral report and it will also be used in a final project.

15. I will play an audio tape of the book “Panther Dream: A story of the African Rainforest” to serve as a model for reading and then I will have the student’s summarize the story using an FCRR comprehension activity. This activity will build their listening skills.

16. Students will work in pairs to practice retelling the story of “Panther Dream: A Story of the African Rainforest.” The students will create a “retelling ring” from the FCRR comprehension activities and will take turns answering the prompt questions to help aid them in retelling the story.

17. For a literacy station activity I will have students complete an Amazon Rainforest crossword puzzle. The puzzle gives them hints about common plants, animals and weather patterns found in the Amazon.

18. For a literacy station activity students will work individually to create acrostic poems about the rainforest. The students will share their completed poems with the other students at their table.

19. For a literacy station activity students will create a collage of plants and animals that can be found in the rainforest. The students will be able to use National Geographic magazines and the internet for resources.

20. As a class the students and I will sing the “Rainforest Rap.” Once we sing the “rap” a few times through, the students will be given time to create their own rap about facts from the rainforest and share it with the class. There is a blank template to provide students or they can create their own.

21. The students will use all stages of the writing process to create a persuasive paper about saving the rainforest. I will then ask for student volunteers to read their completed papers to other third grade classes.

22. As a class the students and I will sing the song “I’ve been working in the Rainforest” which is similar to the tune of “I’ve been working on the railroad.” This is a fun song for students to sing and actually learn about the rainforest. I would most likely use this activity when there is “down time” between transitions.

23. During snack time I will have a “Rainforest tasting party” for my students. I will let the students taste different foods that come from the rainforest for example coconut, mango and papaya. In this activity the students can see how products of the rainforest have a direct effect on them.

24. During recess I will have the students help me decorate the monkey bars and slides with “paper vines” and then the students can pretend to be different animals in the rainforest while playing at recess. After recess the students and I would make sure to clean up all of the trash.

25. For this activity I will organize students in groups. Each group of students will be responsible for creating a different layer of the rainforest mural. Before the students start the project I will mark off what portion of the mural is theirs. The students will use paint on a white shower curtain to create the mural and then we’ll hang the mural in the hallway or classroom.

26. As a “Brain Break” activity I will have students sing and act out the “Layers of the Rainforest.” This song has the same tune as “If you’re happy and you know it.” There are different movements that the students are required to do for the various levels of the rainforest.

27. I will read “The Magic School Bus: In the Rain Forest” by Joanna Cole for the student’s enjoyment. I will also keep this book in front of the classroom in case students want to refer to it later in the week or use it for independent reading.

28. I will read “The Great Kapok Tree” by Lynne Cherry and want the students to listen carefully to see the cause and effect relationships in the story. The students can take notes if they like because they will use the information from the story for another activity.

29. After reading “The Great Kapok Tree” the students will then create a graphic organizer to record what the effect would have been if the man cut down the Kapok tree. We will discuss their answers for the organizer and the book as a class. I will have students keep their organizers as a reference for the activity when they write a persuasive paper about saving the rainforest.

30. Students will be given strips of paper which have parts of “The Great Kapok Tree” story. The students will put the strips in order and reread the story to a partner. Students will practice their sequencing and summarizing skills with this activity.

31. I will read aloud “The Living Rain Forest: An Animal Alphabet” by Paul Kratter for student’s enjoyment. Students will also refer to this story as a model for another activity.

32. Our class will create our own rainforest class book. Students can pick either an animal or plant they would like to write five facts about. The students will each be responsible for making one page of the book that includes five facts and an illustration. After the students present their page to the class, I will have the pages bound into a book for the class library.

33. Students will work in groups (same ones they did for the mural activity) to create Wikis for the different levels of the rainforest. The students will be able to work on their Wiki during centers and during other designated computer time. I will give the students a rubric and checklist to make sure their Wikis meet similar standards.

34. I will read aloud portions of “Look Inside a Rainforest” by Alexandra E. Fischer and will ask students to look for cause and effect relationships that are present in the book. As a class we will discuss the relationships and focus specifically on trees and humans.

35. As a literacy station activity students will create rainforest alliteration poems. The students will also create an illustration for the poem. These poems can be shared during show and tell time.

36. As a center activity students will create a “rainforest mini-book.” The mini-book is only five pages long and gives a brief overview about the rainforest. The book will be colored, cut and stapled by the student. This would be a great activity to have students take home and share facts with friends and family.

37. During the student’s art center they will be given a template of a monkey. The students will decorate the monkeys and I will then hang all of the monkeys from a line that stretches across the classroom.

38. Students will create their own personal rainforest dictionaries. The student will find six words in the first week of the thematic unit that they have trouble comprehending. The students will be given a template that has them put each new word and definition on a leaf.

39. Students will chorally read the poem “Rain Forests,” before they start their persuasive papers. The poem really illustrates how kids can make the difference in saving the rainforest. I would recommend that the students share the poem with friends and family.

40. Students will work individually to complete a type of rainforest “mad lib” which has them insert their own words into a written story. After the students complete their story, they can take turns sharing them with the class.

41. I will have students perform a reader’s theatre for the book “The Great Kapok Tree.” This reader’s theatre would be beneficial for all leveled students because the parts vary in reading ability.

42. As a center activity students would solve riddles about rainforest animals by using the clues provided on the worksheet. After the students complete the riddles they can create their own riddle to share with the class. As a class we can spend the last few minutes of the day solving the riddles.

43. I will read aloud “Welcome to the Green House” by Jane Yolen. The purpose of reading this book is to maintain the student’s interest about the rainforest.

44. I will read aloud portions of “Explore the World of Exotic Rainforests” by Anita Ganeri. This book will demonstrate the different text features of a nonfiction text. As a class we will discuss these text features and their purpose.

45. I will do a read aloud of “Rain Forest” by Helen Cowcher for the student’s enjoyment and to maintain interest in the rainforest.

46. I will have guest reader come to read “Nature’s Green Umbrella” by Gail Gibbons to the class. The purpose of this reading is for the student’s enjoyment and to maintain their interest.

47. I will use “Rain Forest Ride” by Julia Andrews as a guided reading book. The student’s purpose for reading the text is see how onamonopias are used in writing. After we finish the book we will discuss the importance of onamonopias.

48. I will use “Rain Forest Plants” as a guided reading book. The student’s purpose for reading will be to observe dialogue and the proper way to use quotations.

49. I will use “Over in the Rain Forest” by Connie and Peter Roop as a read aloud. The purpose of this reading will be for the student’s interest and enjoyment.

50. As a listening center activity I will have students listen and follow along to the book “Rain Forest” by Helen Cowcher. Even though I will read it aloud to students at another time, it will help increase their fluency if they hear it on tape and follow along.

51. I will use “The Upside-Down Sloth” by Fay Robinson as a guided reading book for my on grade level students. The purpose of reading this book is to introduce nonfiction text elements to students and specifically focus on using an index.

52. Each student will be given a copy of “Amazing Amazon” from the magazine “Weekly Reader.” The purpose of this is to expose students to various genres of text.

53. For a literacy station I would have students go on a scavenger hunt in the book “Rain Forest Animals” by Kathie Billingslea Smith. The purpose of this activity is to have them practice using text features like the index and glossary to identify rainforest animals.

54. I will use “Where the Forest Meets the Sea” by Jeannie Baker as read aloud. The purpose of this read aloud is for the students to enjoy and learn more about the rainforest.

55. I will use “Life in the Rainforest” by Lucy Baker as a read aloud. I will read portions of this text to the class whenever there is down time between transitions.

**Science:**

56. Each student will be given 5 different types of seeds that they will label. As a class we will discuss the importance of watering the plant and giving it proper sunlight.

57. I will read aloud to the students “Rainforest Plants” by Linda Lundberg. The purpose for the reading is for the students to identify some of the benefits plants give us. I will encourage students to take notes during the reading to assist them in the discussion that will follow the read aloud.

58. Following the reading of “Rainforest Plants” as a class we will create a diagram of a plant and discuss its role in food production, support, water and how it reproduces.

59. I will read aloud to students “Tropical Rainforest” by April Pulley Sayre. The student’s role in this reading is to listen for what animals live in the different layers of the rainforest. We will then brainstorm as a class to create a list of what animals live in the emergent level, canopy level, understory level and forest floor.

60. The students will then work in groups to classify the animals from the rainforest into major groups for example mammals, birds, reptiles, etc.

61. As a center activity students will have to place animals into their correct layer of the rainforest. The students will cut and color in the animals and place them near the fact they match with.

62. As a center activity I will have the students create a mini replica of the layers of the rainforest. Each layer can be folded down and it will show a sentence about that layer. The students can color in the different layers and also add animals if they wish.

63. Students will create a plant book during their center time. The book template has facts about plants for students to cut out. The students paste the facts on the page and then draw a picture to go with the fact.

64. I will read “Flashy, Fantastic, Rainforest Frogs” by Dorothy Hinshaw Patent to the class. The purpose of this reading is to illustrate the life cycle of a frog and to model alliteration.

**Math:**

65. The students will care for the seeds and record their growth (make a graph, through illustrations, etc.) throughout the thematic unit. Students will then share their final results with a partner and document the final results in their learning log.

66. Students will do research to create tables representing the destruction of the rainforest from the year 1980 to present. The students will then create a line graph to represent their findings.

67. Students will complete the tropical rainforest math worksheet in pairs. The worksheet has students convert rainforest facts into other units of measurements. After the students complete the worksheet, we will discuss the answers as a class. I will focus on the fact that there is more than one way to solve the problems presented.

68. Students will practice their interview skills, collecting data and representing this data in a graph for this activity. The students will have to interview ten people about what their favorite rainforest animal. The students will tally the results and make a bar graph. The students will share their graph with their group members.

69. In a center activity students will complete a math worksheet that has hidden animals. The students have to solve different math problems to see what colors correspond with that answer. Once the students solve all of the problems they can color the picture to see all of the hidden animals.

70. Students will be given a picture that has animals spread out in the rainforest. The students will have to count all of the animals in the picture and then create a bar graph to represent how many of each animal were in the picture.

71. Students will work individually to complete a rainforest math facts worksheet. The students will solve math problems and then use the answer to help them learn rainforest facts. For example, 11-8= 3, “This sloth has only (3) toes.”

**Social Studies:**

72. When we first discuss the rainforest I will have students use the World map in the class room to locate where the different rainforests can be found. This activity will allow the students to use basic map elements to find various rainforest locations.

73. Students will use a map of South America to complete a scavenger hunt worksheet. This scavenger hunt will help the students with basic map skills and also incorporates rainforest facts.

**Evaluation/Assessment:**

1. Students will be using a majority of their work from the thematic unit for a cumulative “Walk Through the Rainforest” classroom presentation. The classroom will be decorated by the students to look like the rainforest. The students will place their 3-D animals in their realistic locations in the rainforest and have their plants on display. The students will serve as tour guides of the rainforest and other classes can visit the rainforest. Prior to the tours I will give students a rubric of what information must be included in the tour. The students can work in teams to give the tour of the layers of the rainforest and point out the common plants and animals in the rainforest. The team of students will show the tour their designated animal and explain facts from their previous oral presentation. Before the tour is over the students will read their persuasive papers to the tour group asking them to help save the rainforest. When the students are giving their tours I will be walking around with a checklist to assure students meet the standards of the rubric.

2. Through the whole thematic unit I will be assessing students through observation, learning logs, oral presentations, evidence from the writing process, their persuasive paper, and data from plant growth. The activities that will serve as assessment of unit objectives are listed below:

* Each student in the class will be assigned a different rainforest animal that they will research using the school library and the internet. They will use their resources to create a paper that will be used as an oral presentation. When creating the paper the students will use all stages of the writing process.
* The students will share their assigned animal with the class through an oral report. The students will be able to learn about other rainforest animals and practice speaking and listening skills through this activity.
* The students will use all stages of the writing process to create a persuasive paper about saving the rainforest. I will then ask for student volunteers to read their completed papers to other third grade classes.
* Our class will create our own rainforest class book. Students can pick either an animal or plant they would like to write five facts about. The students will each be responsible for making one page of the book that includes five facts and an illustration. After the students present their page to the class, I will have the pages bound into a book for the class library.
* For a literacy station I would have students go on a scavenger hunt in the book “Rain Forest Animals” by Kathie Billingslea Smith. The purpose of this activity is to have them practice using text features like the index and glossary and to identify rainforest animals.
* The students will then work in groups to classify the animals from the rainforest into major groups for example mammals, birds, reptiles, etc.
* It will be the student’s responsibility to care for the seeds and record their growth (make a graph, through illustrations, etc.) throughout the thematic unit. Students will then share their final results with a partner and document the final results in their learning log.
* Students will do a self evaluation rating themselves on their understanding of the rainforest’s plants and animals.

**Resource/Materials list for thematic unit:**

Markers to write on the board

Predetermined vocabulary list for thematic unit introduction

Approximately 5 bags of assorted plant seeds (preferably pinto, sunflower, split pea, pumpkin, red bean)

1 bag of soil

Cups used for watering plants

Water supply

Student learning logs

Pencils, marker, crayons, paint

Paint brushes

Yard sticks

Glue

Scissors

Stapler

Old newspapers

Lined paper for writing

Construction paper

Manila paper for creating illustrations

1 jar of popcorn seeds

20 Paper towel rolls

1 box of wax paper

150 index cards

40 rubber bands

Old newspapers

Old National Geographic magazines

List of rainforest animals for student project

Green butcher paper

Masking tape

Assorted food from the rainforest (ex. coconut, mango, papaya, nuts, etc.)

White shower curtain

Large map of the World

Map of South America

1 audio tape of “Rain Forest” By Helen Cowcher

1 CD of “The Rain is Coming, a Rainforest Musical” By Penelope Torribio

4 digital cameras (will develop after school each day)

20 copies of lyrics to “Layers of the Rainforest” (atozkidsstuff.com)

20 copies of a picture that has multiple animals (used for graphing)

20 Cause and Effect graphic organizers

20 Blank bar graphs

20 Amazon Rainforest Crossword puzzles (abcteach.com)

20 templates to create paper rainforest replica (Frank Schaffer’s Schooldays)

20 South America scavenger hunt worksheets (Scholastic News)

20 Rainforest animal riddle worksheets (Frank Schaffer’s Schooldays)

20 “The Great Kapok Tree” Sequencing Puzzle (Teacher Created Materials, Inc.)

20 copies of “Rain Forest Rap” (abcteach.com)

20 copies of “Rain Forest Rap” create your own rap (abcteach.com)

20 copies of Rainforest favorite animal interview (abcteach.com)

20 copies of “I’ve been working in the rainforest” song (preschooleducation.com)

20 copies of “Rain Forests” poem (DLTK-kids.com)

20 copies of “Tropical Rainforest Math” (Teacher Created Materials, Inc.)

20 Explorer Hat coloring sheets

20 monkey templates

20 Leaf personal dictionary (Education Center, Inc.)

20 Rainforest mini-book copies (Frank Schaffer’s Schooldays)

20 Rainforest math problems and facts (teachervision)

20 Rainforest solve math and color in hidden animals worksheets

20 Rainforest matching layers and animal worksheet

20 “Make a plant book” facts

20 copies of Rainforest Mad Lib

20 copies of Lyrics from “The Rain is coming, A Rainforest Musical” By Penelope Torribio

20 copies of “Little Brown Seed” by an unknown author (tooter4kids)

10 copies of Retelling Ring (FCRR- Comprehension Activities)

10 copies of “The Great Kapok Tree” reader’s theatre

Library access and resources for rainforest animals

Internet access and search engines

Wiki accounts

**Children’s Literature:** (organized by genres)

Resource Formation: “Title”, Author, Publisher, Copyright

Nonfiction:

“Life in the Rainforests,” By: Lucy Baker, Two- Can Publishing, 1990

“Rain Forest Animals,” By: Kathie Billingslea Smith, Flying Frog Publishing, 2001

“Rain Forest,” By: Helen Cowcher, Scholastic Inc., 1988

“Bats, Bugs and Biodiversity,” By: Susan E. Goodman, Atheneum, 1995

“Look Inside a Rainforest,” By: Alexandra E. Fischer, Grosset & Dunlap Inc., 1993

“Explore the World of Exotic Rainforests,” By: Anita Ganeri, Western Publishing Company, 1992

“Nature’s Green Umbrella,” By: Gail Gibbons, William Morrow and Company, Inc., 1994

“The Living Rain Forest: An Animal Alphabet,” By: Paul Kratter, Scholastic Inc., 2004

“Flashy, Fantastic, Rain Forest Frogs,” By: Dorothy Hinshaw Patent, Scholastic Inc., 1997

“The Upside-Down Sloth,” By: Fay Robinson, Childrens Press, 1993

“Over in the Rain Forest,” By: Connie and Peter Roop, Scholastic Inc., 2003

“Tropical Rain Forest,” By: April Pulley Sayre, Scholastic Inc., 2002

“Amazing Amazon,” Weekly Reader Magazine, Weekly Reader Corporation, 2003

Realistic Fiction:

“Rain Forest Ride,” By: Julia Andrews, Scholastic Inc., 1996

“Where the Forest Meets the Sea,” By: Jeannie Baker, Scholastic Inc., 1987

“Rain Forest Secrets,” By: Arthur Dorros, Scholastic Inc., 1990

“Rain Forest Plants,” By: Linda Lundberg, Harcourt Inc., N/A

Traditional Literature:

“The Rainstick: A Fable,” By: Sandra Chisholm Robinson, Two Dot Books, 1994

“The Shaman’s Apprentice: A Tale of the Amazon Rainforest,” By: Lynn Cherry, Harcourt Inc., 1998

Fantasy:

“The Great Kapok Tree,” By: Lynne Cherry, Scholastic Inc., 1990

“The Magic School Bus: In the Rainforest,” By: Joanna Cole, Scholastic, 1998

“Panther Dream,” By: Bob and Wendy Weir, Hyperion Books for Children, 1991

Poetry:

“Here is the Tropical Rainforest,” By: Madeleine Durphy, Hyperion, 1997

“Welcome to the Green House,” By: Jane Yolen, Scholastic Inc., 1993

Websites Resources:

[www.dltk-kids.com/crafts/earth/rainforestpoem.htm](http://www.dltk-kids.com/crafts/earth/rainforestpoem.htm)

[www.preschooleducation.com/sjungle.shtml](http://www.preschooleducation.com/sjungle.shtml)

[www.atozkidsstuff.com/rainforest.html](http://www.atozkidsstuff.com/rainforest.html)

[www.abcteach.com/directory/basics/science/habitats\_biomes/rain\_forest](http://www.abcteach.com/directory/basics/science/habitats_biomes/rain_forest)

[www.hands-on-kids.ch/PDF/songs/songs\_rainforest.pdf](http://www.hands-on-kids.ch/PDF/songs/songs_rainforest.pdf)

[www.tooter4kids.com/Plants/poetry.htm](http://www.tooter4kids.com/Plants/poetry.htm)

[www.rainforestmaths.com](http://www.rainforestmaths.com)

[www.teachervision.fen.com/classroom-management/printable/6391.html](http://www.teachervision.fen.com/classroom-management/printable/6391.html)

[www.FCRR.org](http://www.FCRR.org)

[www.teachercreatedmaterials.com/](http://www.teachercreatedmaterials.com/)

Other Resources:

Schooldays By: Frank Schaffer

The Mailbox Magazine By: Education Center Inc.

Scholastic News By: Scholastic Inc.